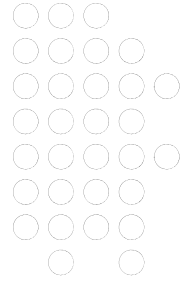
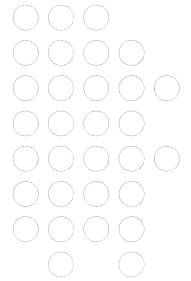


# Strategies for Customizing the Test for Individual Students



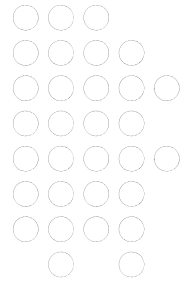
# CRT-Alt: Structured Yet Flexible



- Students for whom this assessment is designed vary in how they communicate and respond.
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers.

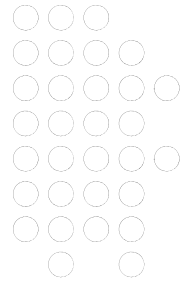


# Your analysis encompasses...



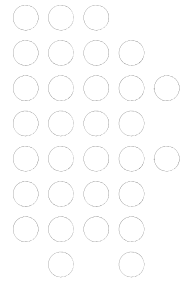
- Student's communication skills
  - How student *receives* information
  - How student *expresses* information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

# Communication Supports



- What system does the student use to communicate on a daily basis?
- Customize THIS system to the demands of the assessment task.

# AT Loan Program Available to Montana Educators



Providing Access to Assistive Technology Tools, Resources and Supports for Montanans

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**New!** Visit MonteCH's new [Accessible Outdoor Recreation Opportunities](#) website.

Big Buddy Switch

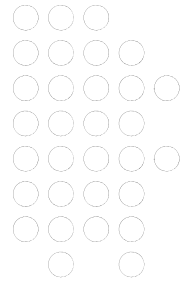


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<http://montech.ruralinstitute.umt.edu/>

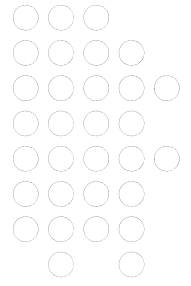
# Analyze Communication Demands



- What vocabulary must be available to provide appropriate options for EACH STEP of the test?
- Create displays that are consistent with student's discrimination, sensory, and motor skills.

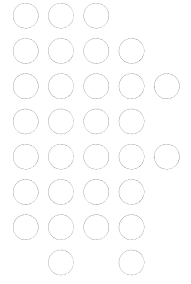


# Beyond the individual test items...



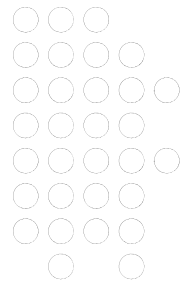
- Consider messages that might be needed throughout the test.
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test.

# Test Demands



- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required?
- Response required of student
  - Does student have to “say” something?
  - Does student have to “do” something?

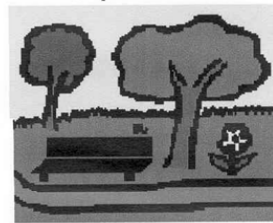
# Multiple Choice Questions Represent a Majority of Test Items



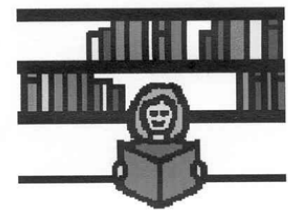
4. Display 4 word/picture symbols on the work space.

***“Show me the word/  
picture/symbol/object  
that means library.”*** (If  
library is not available,  
substitute appropriate  
term.)

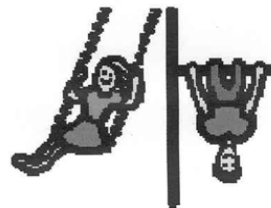
park



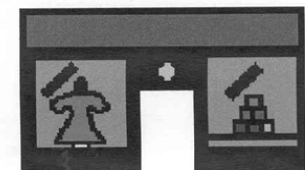
library



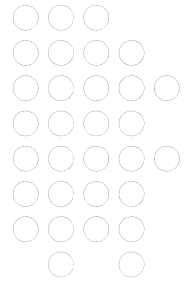
playground



store



# Your Analysis

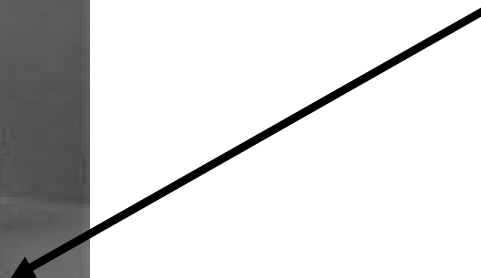


- Will student understand visual choices presented?

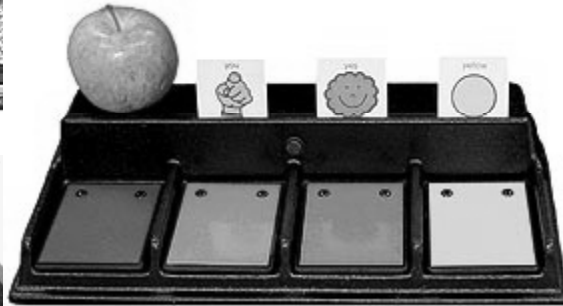
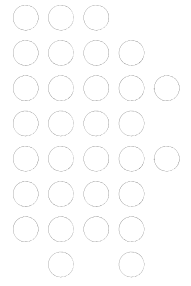


- If no, adapt the materials

- Modify display/size of pictures
- Use objects



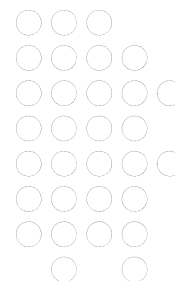
# Modifying Size/Display



- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects



# Your Analysis



- Can student make pointing response required of item

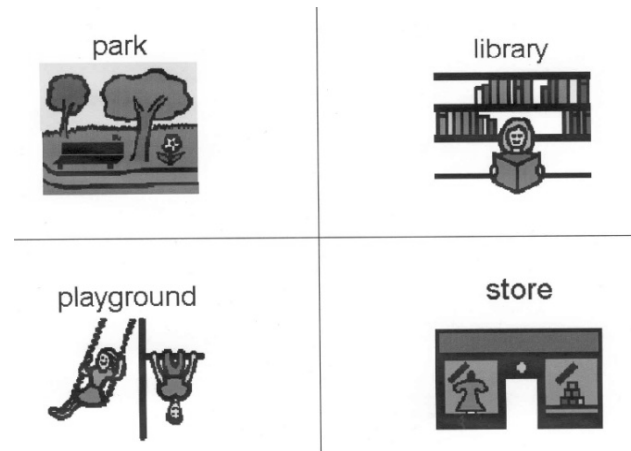


- If no, adapt the response required

- Select display that allows for alternative inputs
- Teacher presents options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can “stop” with reliable motor response

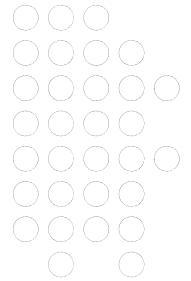
# Yes/No Responses

- Shift communication responsibility to the teacher
- *“Let me show you the choices. Is this the library? Is this the library?”*

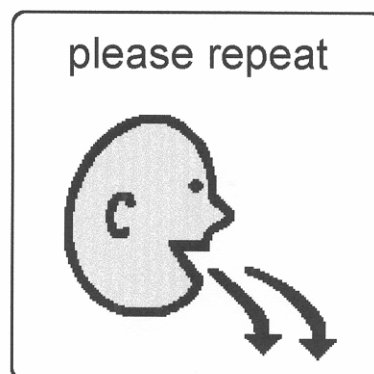
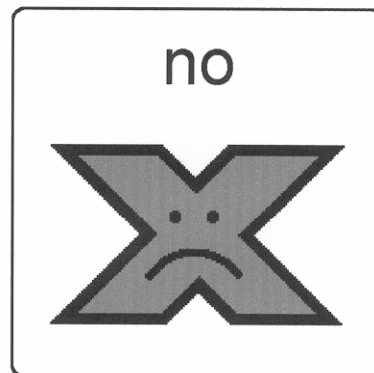
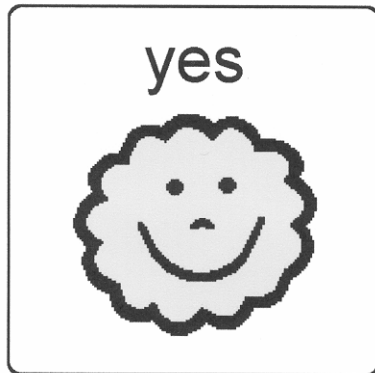
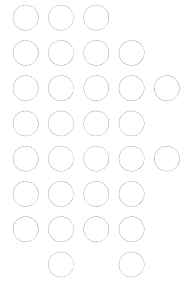


4. Display 4 word/picture symbols on the work space.

***“Show me the word/picture/symbol/object that means library.”*** (If library is not available, substitute appropriate term.)



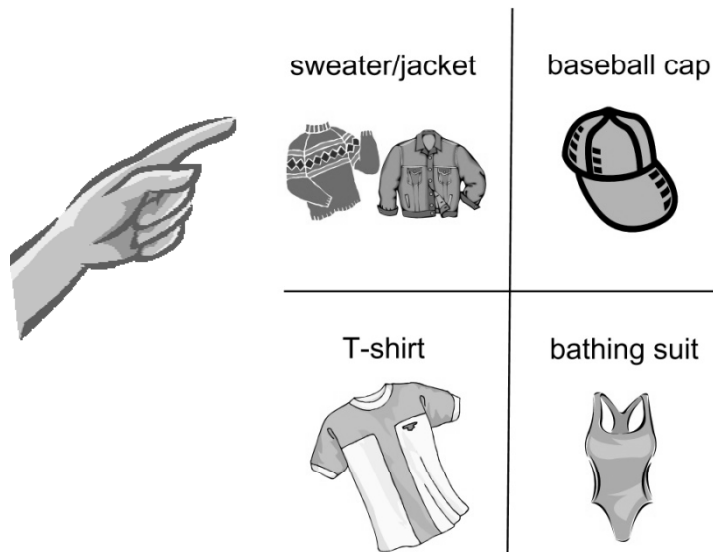
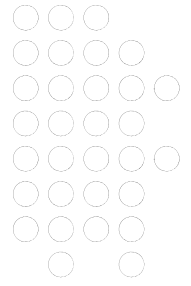
# Yes/No Question Responses



- Use communication supports as needed



# Student “Stops” Scanning Display



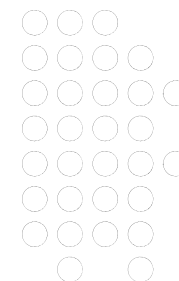
MontCAS, CRT-Alternate, Grade 6, Reading, Tasklet 3 – Item 5 Word/Picture Symbols

- Teacher points to each picture in sequence
- Student directs teacher to “stop” when the teacher points to the correct response

stop



# Items Requiring Performance



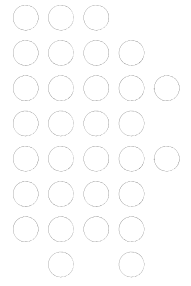
3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

***"Show me how you use this."***

## Communication Support Strategies:

- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*)

# Example of Scaffolding a Performance Item



- Level 3 = provide additional information
- Level 2 = model correct response
- Level 1 = guide student through correct response

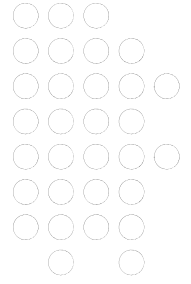
Scaffold:

Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat task request.

Level 2: Demonstrate the correct way to hold/turn on the material. Give materials to student and repeat task request.

Level 1: Assist student to manipulate materials appropriately, saying *"This is how you use this."*

# Test Administration Setting



- Considerations:
  - Minimize distraction
  - Student familiarity
  - What is room usually used for?